

Leadership Group on School Staffing Recommendations Related to PI 34 Proposed Changes

The Leadership Group on School Staffing was convened to advise the DPI on the licensing of educators based on experiences in the field. The group consisted of the Wisconsin Association of School District Administrators, Wisconsin Association of School Administrators, Wisconsin Association of School Boards, Wisconsin Education Association Council, University of Wisconsin System, Wisconsin Association of Independent Colleges and Universities, Wisconsin Association of Colleges for Teacher Education, Wisconsin Council of Administrators of Special Services, and Wisconsin Association of School Personnel Administrators. This document summarizes the changes proposed in the rule related to their recommendations.

Fewer licenses more flexibility

1. Consolidate developmental levels

Recommendation from leadership group

Consolidate developmental levels to offer one birth - grade 3 license to serve early childhood populations, and one kindergarten - grade 9 license to serve elementary and middle school students. Kindergarten - grade 9 licenses would be offered with an emphasis on either elementary or middle school ages. For special education teachers, align special education licenses to birth - grade 3 or Kindergarten - grade 12 developmental levels. Developmental levels for content area licenses would not change, but would issue based on the grades affected (e.g. grades 4-12 for many subject-area licenses, K-12 for others).

PI 34 proposed changes

Licenses are by subject and grade level, not developmental level. There were five developmental levels. Those have been shrunk to four grade spans as follows:

- Early childhood licenses are for students from birth to grade 3.
- Elementary and middle school licenses can teach in Kindergarten through grade 9.
- Middle and high school licenses can teach in grades 4-12
- Prekindergarten through grade 12 licenses are also available in a number of subject areas.

2. Consolidate subject area licenses

Recommendation from leadership group

Consolidate current subject area licenses with multiple subcategories (e.g. English Language Arts, Social Studies, Science, and Music) into a single broadfield subject area license. Offer emphasis opportunities within each broadfield license (e.g. biology emphasis in science license).

PI 34 proposed changes

License subjects are broadened with an expectation that school districts will work with their staff to ensure more specific content knowledge.

- Elementary and middle school licenses.
 An individual can teach any subject, except a world language, in a general education setting or the specific classes of language arts, math, science, and social studies in grades Kindergarten through 9.

- Middle and high school licenses.
Individuals are licensed in a subject area and can teach that subject in grades 4-12. Subject areas are broadened and include computer science, English language arts, mathematics, science, and social studies.
- Prekindergarten through grade 12.
Individuals are licensed in a subject area and can teach that subject in any grade. Subjects include:
 - a) Agriculture education
 - b) Art
 - c) Business education
 - d) English as a second language
 - e) Family and consumer education
 - f) French
 - g) German
 - h) Health
 - i) Instructional library medial specialist
 - j) Latin
 - k) Marketing education
 - l) Music
 - m) Other world language
 - n) Physical education
 - o) Russian
 - p) Spanish
 - q) Speech and language pathology
 - r) Technology education

3. Reciprocity

Recommendation from leadership group

Establish license reciprocity for speech and language pathologists so an applicant would be eligible for both DPI and DSPS licenses. For other pupil services areas where school and community-based preparation for licensure is not substantially similar, develop a process for DSPS licensed professionals to obtain a Tier 1 license with stipulations at district request. Longer term, develop new preparation programs so that counselors, social workers, and psychologists can also earn dual licenses to work in either a school or community-based setting.

PI 34 proposed changes

DSPS licensed speech and language pathologists can get a renewable Tier 1 license by virtue of their DSPS licensure. A Tier II license that leads to lifetime licensure can be given to DSPS licensed speech and language pathologists who have completed statutory requirements that apply to all teachers.

DSPS licensed audiologists can be given a Tier II license by virtue of their DSPS certification. As audiologists are not teachers they do not need to meet any additional statutory requirements that apply to teachers.

4. Consolidation of licensure into a tiered structure

Recommendation from leadership group

Simplify the state's licensing system by consolidating licenses, permits, and pathways into new tiers: Tier 0 (Permits), Tier 1 (License with Stipulations), Tier 2 (Initial Educator), Tier 3

(Professional Educator), and Tier 4 (Master Educator).

PI 34 proposed changes

Licensing is broken into four tiers. Tier 1 consists of renewable and nonrenewable licenses and represent license holders that have not yet completed all necessary requirements to move on to a Tier 2 license and be lifetime license eligible.

Tier 2 licenses are provisional licenses. The term is required due to statutory changes and mean that an individual is considered fully licensed. These licenses can be renewed and are valid for three years.

Tier 3 licenses are lifetime licenses.

Tier 4 licenses are optional master educator licenses. These are also lifetime licenses.

Internship and Residency

1. Internship and Residency

Recommendation from leadership group

Amend state law and administrative rules as needed to allow new or enhanced internship and residency experiences for students who are not yet fully licensed. Specifically, allow interns and residents to obtain a Tier 1 license as described above and flexibility to serve as teachers of record; work full time; serve for a full year; be paid for work; and be hired at different points in the year.

PI 34 proposed changes

Applicants in an internship or residency program can be given a Tier I license.

Out-of-State License Reciprocity

1. Recognizing out of state licenses

Recommendations from leadership group

Update administrative rule and policies as needed to grant automatic license reciprocity for candidates prepared out of state who successfully pass the edTPA and educators who have national board certification.

Provide educators prepared out of state the opportunity to receive a Tier 1 License with Stipulations.

PI 34 proposed changes

Any applicant who has completed an out-of-state program and has not yet met the requirements for a Tier II, III, or IV license will be given a renewable Tier I license.

A Tier II license can be given to an out-of-state applicant who has completed a preparation program approved in that state, received an institutional endorsement from that program, and demonstrated content and pedagogical knowledge.

Review or Reconsider Testing Requirements

1. Alternatives to Testing Requirements

Recommendation from leadership group

Adopt changes to administrative code or policy as necessary allowing students to demonstrate competency in a subject through either a 3.0/4.0 GPA or higher or through successfully passing a content test. For elementary education, a GPA would be based on core curriculum and the minor. Continue to require content exams for adding on license and the License Based on Experience pathway, and develop waiver policy that mirrors edTPA and Praxis CORE waiver policies to address extraordinary situations.

PI 34 proposed changes

Education programs have to assess the knowledge, skills, and dispositions of students based on the standards. For content knowledge the options available are a grade point average of not less than 3.0 for courses in the subject area or position, a passing score on an approved test, or successful completion of a portfolio.

2. Foundations of Reading Test

Recommendation from leadership group

Seek flexibility in administrative code as needed to allow prospective educators who are required to take the Foundations of Reading Test (FORT) but have not yet passed the exam to acquire a Tier 1 License with Stipulations. Continue to require successful passage of the FORT as a condition of endorsement for licensure as an initial educator.

PI 34 proposed changes

An applicant can receive a Tier I license if they have not passed the Foundations of Reading Test, but must attempt to take the test as a condition of renewing this license. .

Expand Pathways

1. Additional pathways to licensure

Recommendation from leadership group

Create a new pathway allowing experienced, licensed educators to teach and acquire licensure in additional subjects or developmental levels outside of their current license area under the supervision of the school district. Current educators holding at least an Initial Educator license plus one year of experience would be eligible for a Tier 1 License with Stipulations in the new content or developmental area. The school district would be responsible for ensuring that the educator becomes proficient in the content guidelines required for the new license, by means that could include prior learning assessments, competency assessments, mentorship, partnerships with IHEs, and other ongoing support as needed. After three years, the school district would verify the educator is eligible for full licensure in the new area either by providing evidence directly to the DPI that the candidate is proficient in the content guidelines associated with the new license or partnering directly with an IHE to validate a candidate's proficiency. Once verified as proficient by either an IHE or the DPI, the educator would be issued a license in the new area.

PI 34 proposed changes

The proposed rule creates a Tier I, 3-year nonrenewable license. An applicant has to be currently licensed under Tier II, III, or IV, have one year of full-time teaching experience in the employing district, and the district administrator must submit a request and provide assurances that they will provide professional development and supervision. This license cannot be transferred if the

educator moves to another employer. After completing six semesters of work the district can provide evidence and request DPI to issue a Tier III license.

Other

1. Revise administrative rule to remove preparation program admissions testing and GPA requirements. Instead, require IHEs to develop local policies.
PI 34 proposed changes
Addressed under review or reconsider testing requirements section.
2. Allow additional options for demonstrating competencies in lieu of the Praxis II such as a portfolio of content knowledge.
PI 34 proposed changes
Addressed under review or reconsider testing requirements section.
3. Allow individuals with a two year degree or its equivalent, plus approved substitute teacher training to serve as short-term substitute teachers.
PI 34 proposed changes
A Tier I, short-term substitute teacher license is created for anyone who holds an associate's degree or higher and completed certain training. This license is valid for three years and is renewable.